Rural Secretariat

Strategic Social Plan

Future Plans of Adult Basic Education Students Cormack - Grenfell Region

An Initiative of the
Cormack - Grenfell Steering Committee

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GOVERNMENT OF
NEWFOUNDLAND AND LABRADOR

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Table of Contents

ACKNOWLEDGEMENTS II

EXECUTIVE SUMMARY III

1 INTRODUCTION 1

1.1 Background of the SSP Human Resources Strategy 1
1.2 Demographic Profile 2
1.3 Purpose of this Survey 3

2 SURVEY METHODOLOGY AND RESPONSES 4

3 SURVEY FINDINGS 5

3.1 Plans for Post-Secondary Education and Training 5
3.2 Where Students Plan on Living After Completing ABE and Other Training 8
3.3 Knowledge of Local Labour Market 10
3.4 Experience with Career Counselling 12

4 KEY FINDINGS AND CONCLUSIONS 16

4.1 Plans for Post-Secondary Education and Training 16
4.2 Where Students Plan on Living after Completing ABE and Other Training 16
4.3 Knowledge of Local Labour Markets 17
4.4 Experience with Career Counselling 17

APPENDIX A: HUMAN RESOURCES DIRECTIONAL TEAM 19

APPENDIX B: MAP OF STRATEGIC SOCIAL PLAN REGIONS 20

APPENDIX C: SURVEY QUESTIONNAIRE 21

APPENDIX D: LIST OF CHARTS 29

APPENDIX E: DETAILED SURVEY TABLES 30

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- Staff of the Strategic Social Plan provincial and regional office
- Staff of Economics & Statistics Branch of Department of Finance

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Executive Summary

In March of 2000, the Cormack-Grenfell Regional Steering Committee for the Strategic Social Plan established strategic directions for the region. One of the strategic directions focused on strengthening the region's human resource capital, in light of recent out-migration patterns and anticipated labour shortages. The Cormack-Grenfell Regional Steering Committee determined there was a need to develop a regional human resources strategy and formed a working group, the Human Resources Directional Team, to develop the Human Resources (HR) Strategy.

Development of an effective human resources strategy required research on issues specific to the region. As a part of this objective, Adult Basic Education (ABE) students were surveyed to gather details on their education goals, career plans, knowledge of the labour market and career opportunities in Newfoundland and Labrador, plans to settle in Newfoundland, reasons for out-migration, and access to career resources.

A survey was administered in February 2002 to adults participating in Level 2 and Level 3 ABE programs at College of the North Atlantic campuses in Burgeo, Port aux Basques, McKays, St. Georges, Stephenville, Stephenville Crossing, Corner Brook, Deer Lake, Roddickton, and St. Anthony. The survey was also distributed to students in the ABE program at Academy Canada in Corner Brook. A total of 214 ABE students completed the survey.

Key Findings

Based on the survey results, the following overall comments about ABE students in the Cormack-Grenfell Region can be made.

Most ABE students plan on taking further post-secondary education and training after graduating from their ABE program. College of the North Atlantic is the most commonly cited school for further training. Most have a clear idea of what they want to study, with occupational preferences following traditional gender patterns.

Generally, very few respondents have decided to leave NL, and many hope to settle in their home town or local region. The lack of job opportunities seems to be the main barrier preventing individuals from staying.

Given that the existance of job opportunities is the key reason individuals plan to stay or leave, it is critical that students are more informed about existing job opportunities. While it is shown in the report that individuals are discussing their career plans with instructors and career counsellors, there does not appear to be a strong link between career planning and local job opportunites.

Individuals seem more influenced by what training is available locally than what job opportunities exist locally.

In addition to speaking to an instructor or career counsellor at their school, many ABE students plan to discuss their career plans with a career specialist outside the school. Again, women and those interested in further post-secondary education were most likely to plan on consulting an external career specialist. Also, some ABE students have voluntarily taken on career planning activities outside of school such as job shadowing, or researching a specific career.

Generally, women are more informed about career options and more likely to have sought assistance in planning their careers. This means men require additional support and encouragement to take advantage of the supports already in place.

Individuals planning further education and training have also taken advantage of career planning supports to plan their future. These students are also more knowledgeable than other students about future job opportunities in Newfoundland and Labrador. Those who have not yet decided on a career direction, or who are not planning on taking post-secondary training, need additional encouragement to use the information available to their advantage.

1 Introduction

1.1 *Background of the SSP Human Resources Strategy*

The Strategic Social Plan (SSP) is a provincial government initiative that attempts to integrate social and economic development through a multi-stakeholder approach. The Cormack-Grenfell Regional Steering Committee is one of six regional bodies across the province mandated to work at the local level to integrate social and economic development. As of 2004, the work of the Strategic Social Plan became the first building block of the Rural Secretariat.

In March of 2000, the Cormack-Grenfell Regional Steering Committee established strategic directions for the region. One of the strategic directions focused on strengthening the region's human resource capital, in light of recent out-migration patterns and anticipated labour shortages.

Demographic trends of this country and province are leading employers to anticipate changes in social and economic behaviour, especially with regard to the current workforce. As well, several local stakeholders have identified the lack of human resources planning using regional-specific information as a major concern for the Cormack-Grenfell Region. The steering committee has received significant anecdotal evidence about the difficulty in filling job vacancies due to a skills mismatch in the region. The aging workforce and expectations of retirements in the coming years were also raised as a concern. Further, recent out-migration patterns show the region has out-migration rates in the age group of 18-29 years.

Based on this information, the Cormack-Grenfell Regional Steering Committee determined there was a need to develop a regional human resources strategy that could also be used as a protocol for other geographic human resources strategies.

The objectives of the human resources strategy include:

- To increase the knowledge base around career planning based on labour market information and develop a collaborative approach to human resource development-based service delivery.
- To help curb out-migration patterns by educating youth, their parents, educators and the public around possible employment opportunities in the region and province.
- To address employer concerns around recruitment and retention of staff, through sound planning and the provision of labour market information.

- To provide information to the general public, youth and employers about the importance of human resources planning.
- To enhance the potential for local economic success by addressing supply and demand issues in the employment environment.

A working-group, the Human Resources Directional Team, was formed to implement the Human Resources (HR) Strategy. Membership of this team, as well as the research support, are listed in Appendix A.

1.2 Demographic Profile

The Cormack-Grenfell region (herein referred to as the region) covers 45,076 square kilometres, an area from Quirpon, south to Port aux Basques, and east to Francois on the south coast. See Appendix B for map of SSP regions. According to the Community Accounts database, in 2001, the population for the Cormack-Grenfell Region was 93,545, based on Statistics Canada Census Subdivisions (Community Accounts webpage: www.communityaccounts.ca). This population spreads over approximately 173 communities within the region.

The Cormack-Grenfell region recognizes 79 community clusters, 61 of which have populations of less than one thousand. Approximately 55% of the entire population of the Region live in communities with no more than 500 residents. There are five major centres: Corner Brook, Stephenville, Deer Lake, Channel-Port aux Basques, and St. Anthony.

At the time of survey administration, the province of Newfoundland and Labrador had eleven public school districts, three of which are located in the Cormack-Grenfell region: (1) District 2 - Northern Peninsula/Labrador South, (2) District 3 - Corner Brook/Deer Lake/St. Barbe, and (3) District 4 - Cormack Trail. There were a total of 16,444 students enrolled in the three school districts at that time, of which 4,322 were enrolled in high school.

Two public post-secondary institutions serve the Cormack-Grenfell region with 5 campuses: (1) St. Anthony - College of the North Atlantic, (2) Corner Brook - College of the North Atlantic, (3) Corner Brook - Sir Wilfred Grenfell College campus of Memorial University, (4) Stephenville/Bay St. George - College of the North Atlantic, (5) Port aux Basques - College of the North Atlantic.

According to the Community Accounts database, in 2001, within the Cormack-Grenfell region, there were 23,010 youth under the age of 20, with the majority 10 years and older and less than one half (9,330) between age 0 – 9 years. This is consistent with declining

school enrolments in the K-12 school system. The median age for the Cormack-Grenfell region is 40 years. The average age of the Cormack-Grenfell region continues to increase.

1.3 Purpose of this Survey

While there was abundant anecdotal information on recruitment and retention issues, substantiated by evidence from migration data and employment data, there was a need to investigate the issues specific to the region in order to develop an effective Human Resources Strategy.

An early component of the HR Strategy involved surveying high school students, individuals graduating post-secondary programs and Adult Basic Education (ABE) students in the region. These surveys were intended to gather details on the students' education goals, career plans and knowledge of career opportunities in the province.

This report is based on the survey of ABE students. This information will be incorporated into the Human Resources Strategy and used to ensure that students are receiving adequate career-related information that is useful in making education and long-term career plans.

2 Survey Methodology and Responses

The survey consisted of thirty questions designed to gather information on demographics, post-secondary plans, career plans, access to career resources and knowledge of job opportunities in Newfoundland and Labrador. The survey took approximately 15 minutes to complete. A copy of the survey is included in Appendix C of this report.

The survey was administered in February 2002 to individuals participating in Level 2 and Level 3 ABE programs at College of the North Atlantic campuses in Burgeo, Port aux Basques, McKays, St. Georges, Stephenville, Stephenville Crossing, Corner Brook, Deer Lake, Roddickton and St. Anthony. It was also distributed to students in the ABE program at Academy Canada in Corner Brook. The surveys were completed in classroom settings with the cooperation of the instructors and coordinators at the training centres.

Chart 1: Respondent Distribution by Regional Community

Community	Survey Responses	Percent N=214
Corner Brook	93	43%
Port aux Basques	48	22%
Stephenville	39	19%
St. Anthony	27	13%
Not Stated	7	3%
Total	**214**	**100%**

- There were 459 adults enrolled in ABE training in the region. 214 ABE students completed this survey for an overall response rate of 47%.
- While ABE training takes place in 12 locations across the region, the small number of participants in some areas did not permit analysis at this level. Respondents have been grouped according to the larger centres in the region. Distribution of respondents by these larger communities is shown in Chart 1.
- 57% of the ABE respondents are women and 41% are men. Two percent did not state their gender.
- The majority of students (73%) reported they were in ABE Level 3, with 19% in ABE Level 2. Eight percent did not provide this information.

Age of respondents was not available from the survey data. College of the North Atlantic did provide data on all ABE students, showing the average age to be 33 years. Age-based analysis is not possible in this report.

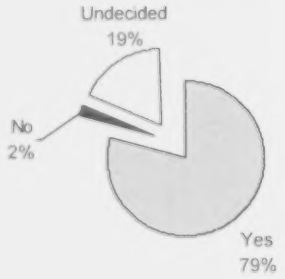
Analysis of survey questions was completed by gender and ABE level. Community level analysis is not represented, as the number of responses by community is too small. The list of charts is included in Appendix D. The detailed cross-tabulations are included in Appendix E of this report, with table numbering corresponding to charts in the body of this report.

3 Survey Findings

The survey respondents were asked about their post-secondary and career plans, where they plan on settling after completing their studies, and about their level of access to career resources and knowledge of job opportunities in Newfoundland and Labrador. Findings are summarized below, with detailed tables in Appendix D.

3.1 Plans for Post-Secondary Education and Training

Chart 2: Respondents Planning on Further Post-Secondary Education



- Almost 80% of ABE students plan on taking further post-secondary education and training after graduating from their current program. Only 2% said they are definitely not taking further training, with the remaining 19% still undecided.
- A slightly lower proportion of students in ABE Level 3 are undecided compared to the Level 2 students (17% compared to 28%), which is expected given they are closer to completion of their current program.
- There is no significant difference in the intentions of men and women to do further training.

- The 170 ABE students planning on further post-secondary training were asked the type of program they want to pursue. Seventy percent have a specific field of study in mind, while the remaining 30% are still undecided. The responses have been summarized by occupational categories and are presented in Chart 3.

Chart 3: Planned Fields of Study

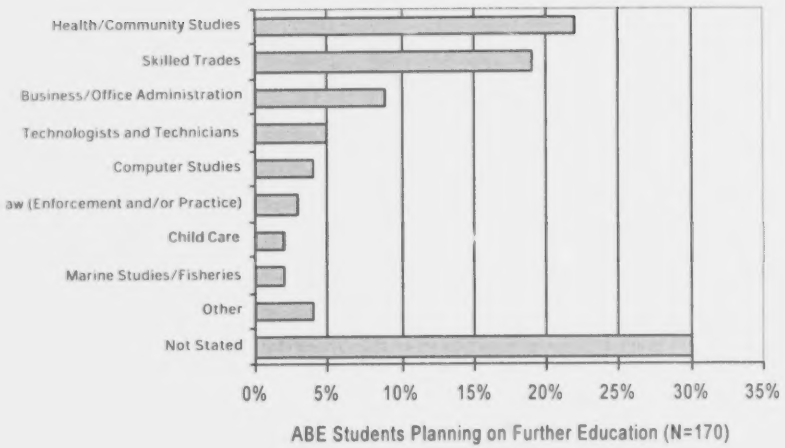


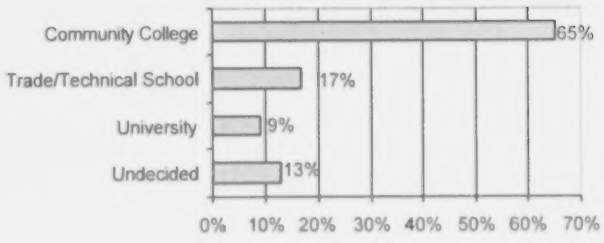
Chart 4: Reasons for Wanting to Take Further Training

Reasons Cited	Percent (N=170)*
Become more educated	46%
Get a job in NL	37%
Get a job anywhere	36%
Start my own business anywhere	11%
Start my own business in NL	8%
Personal interest	5%
Other	5%
No reasons provided	26%

*Total may exceed 100% as multiple responses allowed.

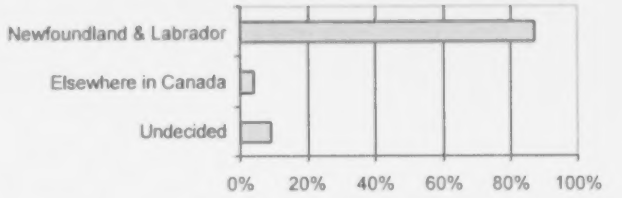
- The most commonly cited fields for training are those in health care, including nursing, paramedics and home care workers (22%).
- The second most common field in which ABE students plan to take training in is the skilled trades, including welding, carpentry, mill wright and industrial technician (19%).
- Business and office administration training was indicated by 9% of ABE students as their preferred field of study. All other categories were cited by 5% or less of respondents.
- Occupational preferences follow traditional gender patterns, with virtually all individuals indicating health care being women and the vast majority of those indicating skilled trades being men. Similar traditional gender patterns are followed in the other occupations.
- Almost half (46%) of ABE students planning to take post-secondary training said the main reason was to become more educated.
- The next most commonly cited reason for planning further training was to get a job, whether that job was in NL, or elsewhere (37% and 36% respectively).
- Further education leading to self-employment in NL (8%) or anywhere (11%) was the other common reason.

Chart 5: Preferred Type of Training Institution



- Most of the respondents considering further training plan to go to community college (65%) or trades/technical school (17%), with only 9% opting for university training. Thirteen percent are not sure what type of institution they will attend.
- Men are more likely to opt for trades/technical school while women choose community college and university.
- More ABE Level 3 students have decided on the type of education institution, with only 10% undecided, compared to Level 2 students where 28% are undecided.

Chart 6: Planned Location for Further Training



ABE Students Planning on Further Education (N=170)

- The majority (87%) of students plan to attend a school in NL for their post-secondary training. Only 4% indicated they would go elsewhere in Canada; the remaining 9% are still undecided.
- There were no significant differences in planned location of study by gender. Level 2 students were more uncertain than Level 3 students (14% undecided compared to 8%) about where they wanted to take their post-secondary training.

Chart 7: School in NL Students Plan on Attending

Schools	Number of Mentions*
College of the North Atlantic	69
Academy Canada	12
Memorial University (Corner Brook campus – Sir Wilfred Grenfell College)	4
Memorial University (St. John's)	4
Western Memorial School of Nursing	2
All other responses cited by less than 5% of respondents	4

* Multiple Responses Allowed

- College of the North Atlantic is the most commonly cited school for ABE students planning on taking post-secondary training in NL.

Chart 8: Reasons for Wanting to Take Training in NL

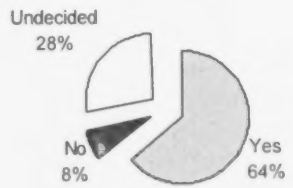
Reasons Cited	Percent (N=148)*
Want to stay in NL	79%
Personal reasons	49%
Cost of living too expensive outside of province	37%
Better reputation of school	20%
Cheaper tuition fees	16%
Easier to become accepted into program	11%
Length of program is shorter	5%
All other responses cited by less than 5% of respondents	11%

*Total may exceed 100% as multiple responses allowed.

- 148 ABE students said they want to take post-secondary training in NL. Their reasons are listed in Chart 8.
- The seven ABE students who plan on taking post-secondary training outside NL said the main reason was because the desired program was not available in this province.

3.2 Where Students Plan on Living After Completing ABE and Other Training

Chart 9: ABE Students Hoping to Settle in NL



- ABE students were asked if they hope to settle in NL after completing their ABE program or other post-secondary education. The majority (64%) said they were hoping to settle in NL.
- Women were more likely than men to want to settle in NL (68% compared to 56%).
- Students planning further post-seondary education are more likely to want to settle in NL (69%) than those not planning further training or who are undecided (43%). Those uncertain about their future careers are also uncertain about where they hope to live.

Chart 10: ABE Students Hoping to Remain in NL and Also Consider Settling in Their Home Town

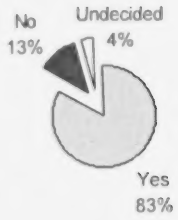
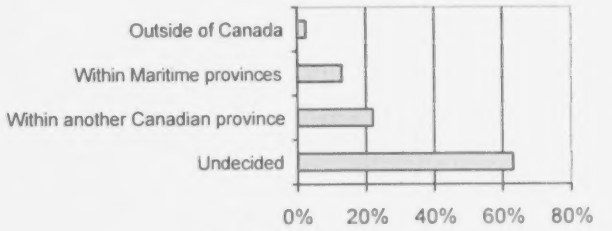


Chart 11: Where Students May Settle Outside NL

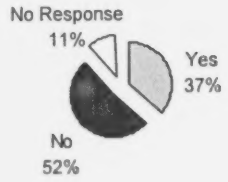


ABE Students NOT settling in NL or Undecided (N=78)

- 83% of the 136 students who hope to remain in NL would consider settling in their home town.
- The most commonly cited reasons why 113 ABE students said they would consider settling in their home town include:
  - My family/friends are there (35%);
  - I like it – it is a nice place to live (18%);
  - I own a home there (12%);
- The most commonly cited reasons why 19 ABE students said they would not consider settling in their home town include:
  - No job opportunities there (68%);
  - Too small – nothing to offer (16%).
- The 78 ABE students who had no plans to settle in NL or were undecided were asked where they would like to settle after they complete their ABE or further post-secondary training.
- The majority (63%) were undecided. A total of 35% said they hoped to settle in another part of Canada, including 13% who wanted to stay in the Maritime provinces.
- The main reasons provided by individuals (n=78) who would consider leaving NL were:
  - Not many job opportunities in NL (62%);
  - Jobs in NL are too low-paying (46%);
  - Want to experience life outside NL (32%);
  - NL has little to offer young people (27%).

3.3 Knowledge of Local Labour Market

Chart 12: Aware of Job Opportunities in NL



- Over half (52%) of the ABE students surveyed indicated they were not aware of job opportunities in NL and a further 11% did not provide a response. Thirty-seven percent (37%) said they were aware of job opportunities.
- Women were more likely than men to be aware of opportunities (41% compared to 32%).
- ABE students planning on further post-secondary education were more knowledgeable than other students about future job opportunities in the province (42% compared to 20%).

- ABE students who indicated they were aware of opportunities identified the job occupation categories. These are summarized by frequency of mention in Chart 13.
- ABE students were asked to rate industry sectors as having good or poor future job opportunities. As shown in Chart 14, most were very optimistic in their ratings, with only recreation, forestry, art, agriculture and fishery received 30% or more "poor" ratings.

Chart 13: Occupations with Future Job Opportunities in NL

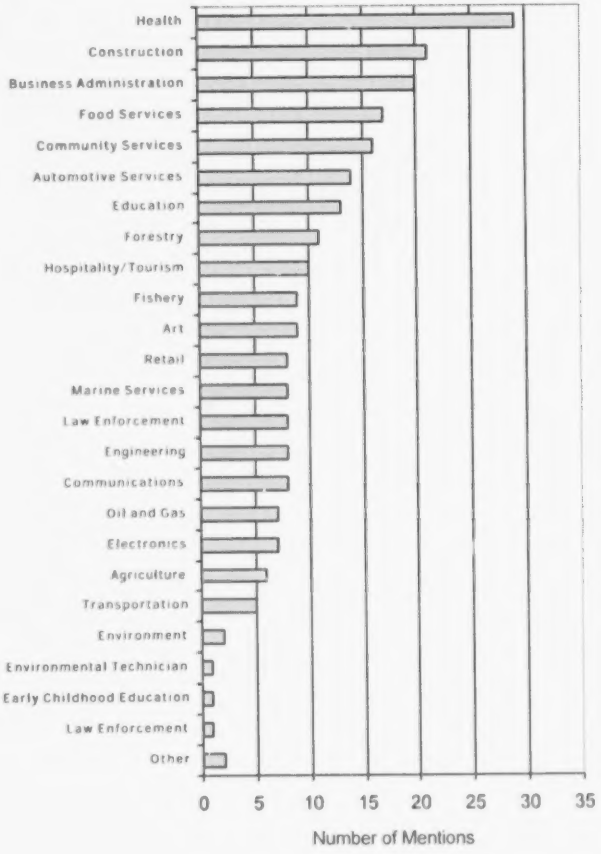
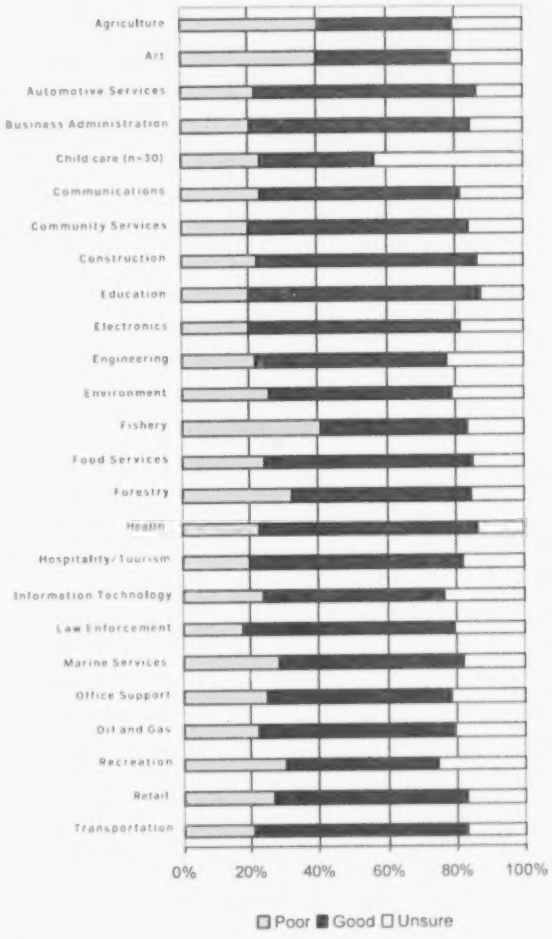
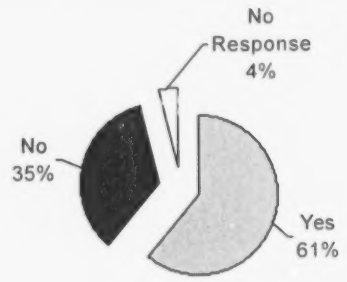


Chart 14: Rating of Potential Job Opportunites by Sector



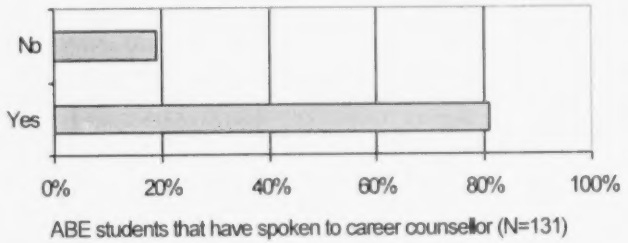
3.4 Experience with Career Counselling

Chart 15: Spoken to Career Counsellor



- 61% of the ABE students surveyed indicated they had spoken to an instructor or a career counsellor about their career plans upon graduation from the ABE program.
- Students planning on further post-secondary training were more likely than other students to have spoken to a career counsellor (65% compared to 45%).
- A higher proportion of women (69%) than men (49%) have spoken to an instructor or career counsellor regarding their career plans.

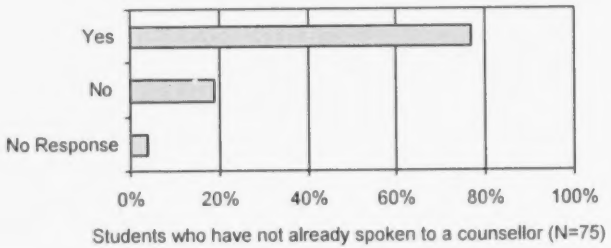
Chart 16: Career Counsellor Provided Useful Information



ABE students that have spoken to career counsellor (N=131)

- The majority of the students who had spoken to an instructor or career councellor said they received useful information about future job opportunites in NL.
- When asked about the value of talking to career counsellors about career plans, student responses showed no significant gender differences.

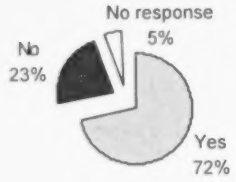
Chart 17: Plan to Speak to a Counsellor Prior to Graduation



Students who have not already spoken to a counsellor (N=75)

- The ABE students who had not already spoken to a counsellor were asked if they planned on doing so prior to graduation. Most (77%) said yes.
- Seven percent of all ABE students have not yet spoken with an instructor or counsellor about future plans, nor do they intend to do so prior to graduation.

Chart 18: Plan to Speak to External Career Specialist



- All ABE students were asked if they plan on speaking to a career specialist outside the school about their future career plans. As shown in Chart 18, 72% said yes.
- Students planning further post-secondary education are more likely than others to also plan on consulting an external career specialist (74% compared to 61%).
- A higher proportion of women (74%) than men (67%) plan to speak with a career specialist outside the school prior to graduation.
- The 50 ABE students not planning to discuss their career plans with an external specialist were asked why not. The main reasons cited were:
  - I have spoken with a counselor at my school (n=20);
  - I already know exactly what I want to do (n=20);
  - I am not ready to make career plan decisions (n=12);
  - It is none of their business (n=4).

Chart 19: Planned Course Selection with NL Job Opportunities in Mind

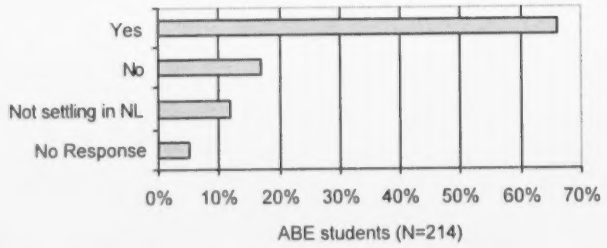


Chart 20: Awareness of Career Education Course

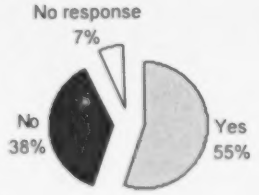
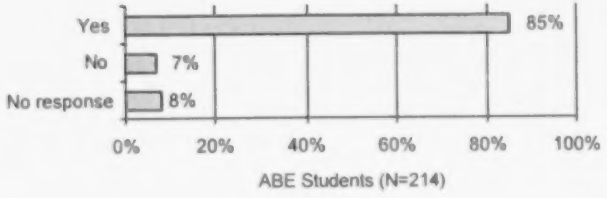
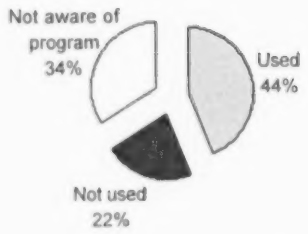


Chart 21: Believe Career Education Should be Offered



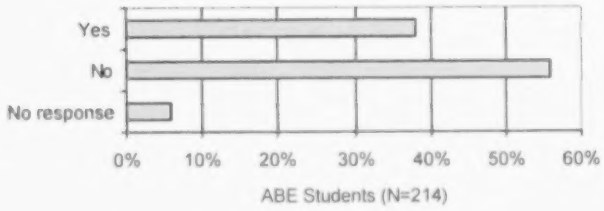
- Most ABE students (66%) said they had planned or will plan their course selection in accordance with possible future job opportunities in NL. Seventeen percent (17%) had not considered job opportunites in course selection, and a futher 12% indicated it was not relevant as they were not planning on settling in the province.
- Students planning on taking further training were more likely to have planned their course selection with NL jobs in mind (72%).
- A lower proportion of men (58%) than women (70%) have considered job opportunities when selecting courses.
- Most schools offer career education as a module in the ABE training, and have it as a graduation requirement for full-time students.
- Just over half of the ABE students (55%) said they are aware of a career education course offered through their program.
- Women are more aware of the career education course than men (63% compared to 46%).
- 60% of students who are aware of the course also said they believed it was a required course for graduation.
- 85% of all ABE students believe a career education course should be offered through their program, and three-quarters of these students said it should be a required course for graduation.

Chart 22: Used the CHOICES Program



- CHOICES is a computer-based career planning system for students. It bridges the gap between education and employment by providing students with information about occupations, universities, and colleges for their school and career planning.
- About 44% of all ABE students have used the CHOICES program, and just slightly more (46%) indicated the program is available in their school.
- Over one third of students are not aware of what the CHOICES program is.
- Women are more likely (51%) to have used the CHOICES program than men (32%).

Chart 23: Have Taken on Other Career Planning Activities



- Some ABE students (38%) reported they have voluntarily taken on career planning activities outside school hours to help them make a career choice. These activities include job shadowing, speaking with someone in that job, or doing their own research on a particular job.

4 Key Findings and Conclusions

Based on the survey results, the findings and overall comments about ABE students in the Cormack-Grenfell Region are presented.

4.1 Plans for Post-Secondary Education and Training

- 79% of all ABE students plan on taking further post-secondary education and training after graduating from their ABE program. Men and women were equally likely to be planning further education and training.
- Most ABE students planning post-secondary training have a clear idea of what they want to study, with the most commonly cited fields for training being in health care (including nursing, paramedics and home care workers), skilled trades (including welding, carpentry, mill wright and industrial technician) and business and office administration. Occupational preferences tend to follow traditional gender patterns.
- Almost half of ABE students planning on taking post-secondary training indicated the desire to be more educated as a top reason. The next most commonly cited reason for planning further training was to get a job, whether that job was in NL or elsewhere. Further education leading to self-employment was also mentioned by some respondents.
- Most ABE students planning on further education and training said they will attend community college (65%) or trades/technical school (17%) with only 9% opting for university training.

4.2 Where Students Plan on Living after Completing ABE and Other Training

- Almost two-thirds (64%) of all ABE students said they hoped to settle in NL after completing their training and a further 28% were undecided. Only 8% said they do not hope to settle in the province.
- Students planning to enroll in post-secondary training were actually more likely to want to settle in NL than those not planning further training or who were undecided (69% compared to 43%). Women are more likely to want to settle in NL than men (68% compared to 56%).
- 83% of ABE students said they would consider settling in their home town, mainly because it's where family and friends are located, where they own a home, and because it's a nice place to live. Those not interested in settling in their home town said it was because there were no job opportunities and their hometown had nothing to offer.

- The 36% of students who have no plans to stay in NL were asked where they want to settle. Many (63%) are still undecided, with the remaining individuals split between settling in the Maritimes or elsewhere in Canada. The main reasons respondents would consider leaving NL is the lack of job opportunities here, and NL jobs being too low-paying.
- Generally, very few respondents have decided to leave NL, and many hope to settle in their home town or local region. The lack of job opportunities seems to be the main barrier preventing individuals from staying.

4.3 Knowledge of Local Labour Markets

- Thirty-seven percent (37%) of the ABE students surveyed said they were aware of job opportunities in NL, with over half (52%) indicating they were not aware of any and a further 11% not responding.
- Women were more likely than men to be aware of opportunities (41% compared to 32%). Students planning on further post-secondary education were more knowledgeable than other students about future job opportunities in the province (42% compared to 20%).
- Given that the existance of job opportunities is the key reason individuals plan to stay or leave, it is critical that students are more informed about existing job opportunities. While it is shown in the following section that individuals are discussing their career plans with instructors and career counsellors, there does not appear to be a strong link between career planning and local job opportunities. Individuals seem more influenced by what training is available locally than what job opportunities exist locally.

4.4 Experience with Career Counselling

- 61% of ABE students reported speaking to an instructor or career counsellor about their future career plans.
- Women were more likely than men to have discussed their plans with a career counsellor (69% compared to 49%), and students planning on further post-secondary education were more likely than other students to have discussed their career plans (65% compared to 45%).
- The majority of the students who had spoken to an instructor or career counsellor said they recieved useful information about future job opportunities in the province.

- Only 7% of ABE students said they have not yet spoken to an instructor or career counsellor about their furture plans, nor do they intend to do so prior to graduation.
- In addition to speaking to an instructor or career counsellor at their school, many ABE students (72%) plan to discuss their career plans with a career specialist outside the school. Again, women and those interested in further post-secondary education were most likely to plan on consulting an external career specialist.
- The majority of ABE students (66%) said they planned or will plan their course selection in accordance with future job opportunities in NL. Women and those considering further education were once again more likely to have used this informantion in their planning.
- Just over half (55%) of ABE students said they were aware of a career education course offered through their program, and 60% of these students believed it was a required course for graduation. The vast majority of all ABE students (85%) agree that a career education course should be offered through their program.
- CHOICES is a computer-based career planning system for students. About 44% of all ABE students have used the CHOICES career planning program. This program is not available at all schools, and at least one-third of students had not heard of it before.
- Some ABE students (38%) reported they have voluntarily taken on career planning activities outside school hours to help them make a career choice. These activities include job shadowing, speaking with someone in that job, or doing their own research on a particular job.
- Generally, women are more informed about career options and more likely to have sought assistance in career planning. This means men require additional support and encouragement to take advantage of the supports already in place.
- Individuals planning further education and training have also taken advantage of career planning supports to plan their future. Those who have not yet decided on a career direction, or are not planning on taking post-secondary training, need additional encouragement to use the information available to their advantage.

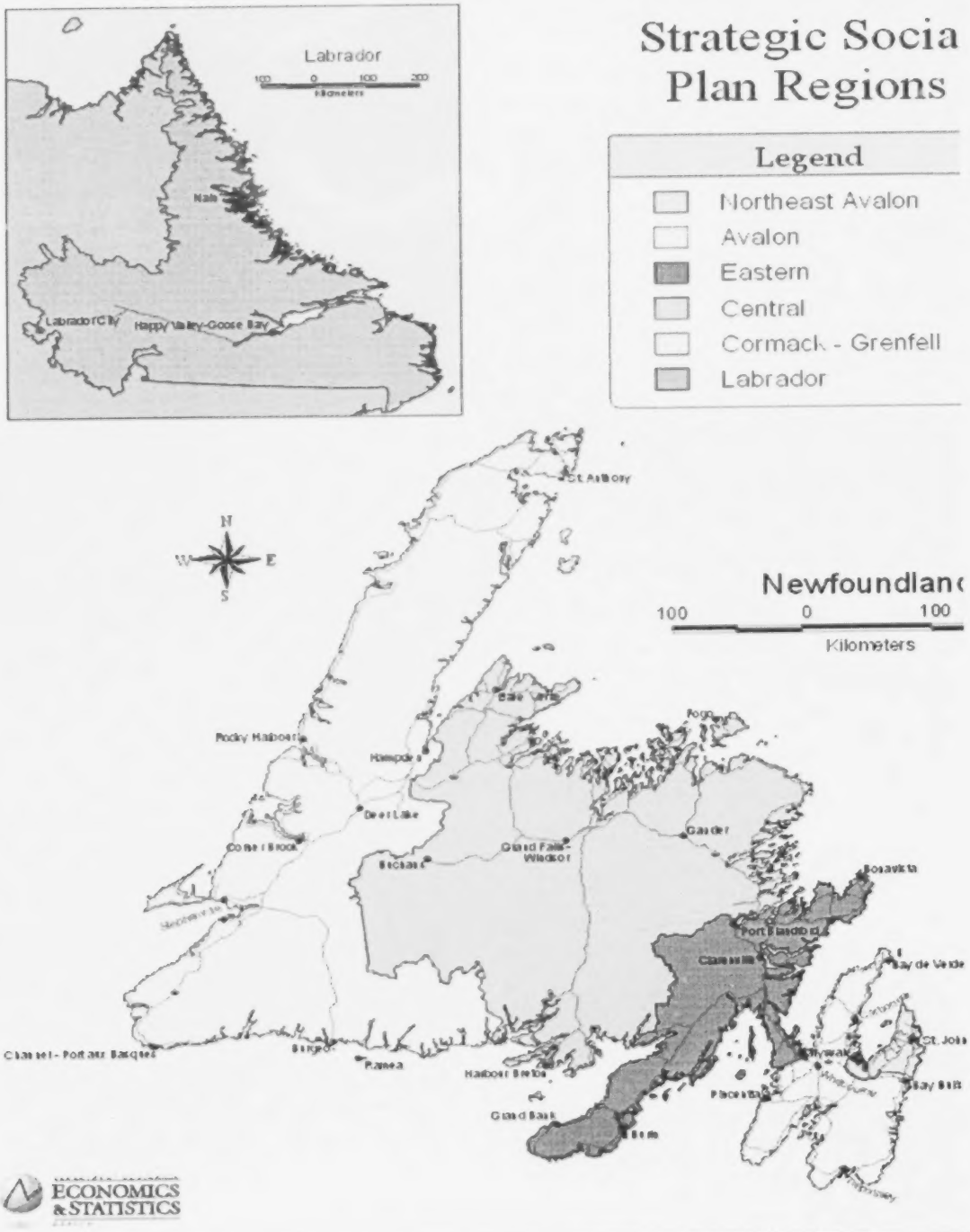
Appendix A: Human Resources Directional Team

The following individuals participated in a working group to implement the Cormack-Grenfell SSP Human Resources Strategy.

Joe Arruda	Assistant Director of Personnel, School District # 4 (Cormack Trail School Board) (HR Team Member: November 2003 - Present)
John Davis	Planning Specialist, Department of Innovation, Trade and Rural Development
Paul Graham	Career Development Specialist, Department of Human Resources, Labour and Employment
Doris Hancock	Regional Planner, Cormack-Grenfell Regional Strategic Social Plan (HR Team Member: February 2002 – present)
Joanne Kendrick	Human Resources Researcher, Cormack-Grenfell Regional Strategic Social Plan
Bev Kirby	Director, Community Education Network (HR Team Member: December 2003 - Present)
Violet Pack	Guidance Counsellor, School District # 4 (Cormack Trail School Board) (HR Team Member: December 2003 - Present)
Danny Park	Labour Market Specialist, Human Resources Skills Development Canada
Richard Parsons	Assistant Director of Personnel, School District #3 (Corner Brook/Deer Lake/St. Barbe) (HR Team Member: September 2001 – April 2003)
Amanda Stratton	Student, College of the North Atlantic (Corner Brook campus) (HR Team Member: June 2002 – February 2004)
Alicia Sutton	Regional Planner, Labrador Regional Strategic Social Plan; former Regional Planner of Cormack-Grenfell Regional Strategic Social Plan (HR Team Member: September 2001 – February 2002)
Shawn Wells	Guidance Counsellor, School District # 2 (Northern Peninsula-Labrador South) (HR Team Member: September 2001 – June 2003)

Appendix B: Map of Strategic Social Plan Regions

Appendix B: Map of Strategic Social Plan Regions



Appendix C: Survey Questionnaire

Student Survey (Adult Basic Education)

The following survey is being conducted by the Cormack-Grenfell Regional Strategic Social Plan, an initiative of the Government of Newfoundland & Labrador. The purpose of this survey is to gather information on students' post-secondary plans, career plans, and their knowledge of career opportunities in the province. This information may be used to create new services for residents of our region and to plan a strategy to ensure that residents are receiving adequate career-related information useful in making long-term career plans. The students will benefit from taking time to complete this survey. Confidentiality is guaranteed.

Please DO NOT write your name on this survey!!!

Demographics

School Name:

Program: _____ Level:

Community/Town of School: _____ Gender: • Male • Female

Part A

1. After graduation from this program, do you plan to pursue post-secondary education?
   (eg. Trade School, Community College, University)

   • Yes • No **(go to Part B)** • Undecided **(go to Part B)**

2. What type of education program do you plan to pursue?
   (eg. nursing, police force, teaching, business, heavy equipment, computer studies, etc.)

   _____ • Undecided **(go to Q#4)**

3. What is the main reason(s) you are interested in enrolling in this type of program?
   (Check all that apply)

   - to become more educated
   - to get a job anywhere
   - to start my own business anywhere
   - to get a job in Newfoundland & Labrador
   - to start my own business in Newfoundland & Labrador
   - other

4. What type of institution do you plan to attend?

- trade/technical (*eg. Academy Canada, Atlantic Aviation Academy, Keyin Tech)*)
- community college (*eg. College of the North Atlantic, Marine Institute, Holland College)*
- university (*eg. Memorial University of Newfoundland, Grenfell College, etc.)*
- other _____
- undecided

5. **a)** Where do you plan to attend school?

- within Newfoundland & Labrador (specify school)_____ **(Go to Q#5b)**
- within maritime provinces (specify school & province)
  (Nova Scotia, New Brunswick, or PEI) _____ **(Go to Q#5c)**
- within another Canadian province (specify school & province)
  _____ **(Go to Q#5c)**
- outside of Canada (specify country)_____ **(Go to Q#5c)**
- undecided **(go to Q#6)**

b) What is your main reason(s) for planning to attend school within Newfoundland & Labrador?
(Check all that apply)

- better reputation of school
- program not offered outside of Newfoundland & Labrador
- want to stay in Newfoundland & Labrador
- cheaper tuition fees
- easier to become accepted into program than schools outside of Newfoundland & Labrador
- length of program is shorter
- have scholarship
- personal reasons
- cost of living too high/expensive outside of Newfoundland & Labrador
- other

c) What is the main reason(s) for planning to attend school outside of the province of Newfoundland & Labrador? **(Check all that apply)**

- better reputation of school
- program not offered in Newfoundland & Labrador
- want to leave Newfoundland & Labrador
- cheaper tuition fees
- easier to become accepted into program than Newfoundland & Labrador schools
- length of program is shorter
- have scholarship elsewhere
- personal reasons
- cost of living too high/expensive within Newfoundland & Labrador
- other

6. After graduation from a post-secondary education program, are you hoping to settle in Newfoundland & Labrador?

   • Yes • No **(go to Q#8)** • undecided **(go to Q#8)**

7. Would you consider settling in your home town of **(specify hometown)**_____?

   • Yes (Why)_____**(go to Part C)**

   • No (Why Not)_____**(go to Part C)**

8. Where would you like to settle after you graduate from a post-secondary education program?

   - within maritime provinces (specify province) (Nova Scotia, New Brunswick, or PEI)
   - within another Canadian province (specify province)
   - outside of Canada (specify country)
   - undecided

9. Why do you plan to leave Newfoundland & Labrador? **(Check all that apply)**

   - not many job opportunities in Newfoundland & Labrador
   - want to experience life outside of Newfoundland & Labrador
   - jobs in Newfoundland & Labrador are too low-paying
   - Newfoundland & Labrador is too small
   - Newfoundland & Labrador is too isolated
   - Newfoundland & Labrador has little to offer for young people
   - other

Go to Part C

Part B

10. After graduation from this program, are you hoping to settle in Newfoundland & Labrador?

- Yes
- No **(go to Q#12)**
- undecided **(go to Q#12)**

11. Would you consider settling in your home town of **(specify hometown)**_____?

- Yes (Why)_____ **(go to Part C)**
- No (Why Not)_____ **(go to Part C)**

12. Where would you like to settle after you graduate from this program?

- within maritime provinces (specify province)
  (Nova Scotia, New Brunswick, or PEI)
- within another Canadian province (specify province)
- outside of Canada (specify country)
- undecided

13. Why do you plan to leave Newfoundland & Labrador? **(Check all that apply)**

- not many job opportunities in Newfoundland & Labrador
- experience life outside of Newfoundland & Labrador
- jobs in Newfoundland & Labrador are too low-paying
- Newfoundland & Labrador is too small
- Newfoundland & Labrador is too isolated
- Newfoundland & Labrador has little to offer for young people
- other

Go to Part C

Part C

14. Are you aware of any future job opportunities in Newfoundland & Labrador?

- Yes
- No **(go to Q#16)**

15. Please specify the occupation(s) and the related employer(s) of future job opportunities in Newfoundland & Labrador in of which you are aware. **(Check all that apply).**

(eg. • *Forestry (specify)* *Logger; Corner Brook Pulp & Paper*
• *Health (specify)* *Nurse; Grenfell Regional Health Services*

- Agriculture *(farmer, ,etc)* (specify)
- Art *(musician, actor, photographer,etc)* (specify)
- Automotive Services *(mechanic, salesperson, etc)* (specify)
- Business Administration *(accountant, bank teller, investor, etc)* (specify)
- Communications *(journalist, radio announcer, publicist ,etc)* (specify)
- Community Services *(social worker, addictions counselor, career specialist, etc)* (specify)
- Construction *(architect, carpenter, heavy equipment operator, etc)* (specify)
- Education *(teacher, guidance counselor, librarian, etc)* (specify)
- Electronics *(technician, salesperson, repair/installation worker, etc)* (specify)
- Engineering *(civil engineer, electrical engineer, mechanical engineer, etc)* (specify)
- Environment *(geologist, environmental technician, etc)* (specify)
- Food Services *(chef, caterer, waitress, restaurant manager, etc)* (specify)
- Fishery *(biologist, fishery officer, plant worker, etc)* (specify)
- Forestry *(logger, forester, labourer, engineer, etc)* (specify)
- Health *(nurse, doctor, x-ray technician, nutritionist, physiotherapist, etc)* (specify)
- Hospitality/Tourism *(housekeeping, tour guide, hotel manager, etc)* (specify)
- Information Technology *(programmer, computer technician, sales, etc)* (specify)
- Law Enforcement *(police/correctional officer, lawyer, paralegal, etc)* (specify)
- Marine Services *(fisheries officer, engineer, deckhand, etc)* (specify)
- Oil & Gas *(driller, petroleum engineer, construction worker, etc)* (specify)
- Office Support Services *(secretary, researcher, assistant, etc)* (specify)
- Recreation *(coach, recreation director, athlete, etc)* (specify)
- Retail *(salesclerk, store manager, hairstylist, etc)* (specify)
- Transportation *(truck driver, air traffic controller, pilot, shipper/receiver)* (specify)
- other

16. Have you spoken with an instructor or career counselor regarding your career plans upon graduation from this program?

- Yes
- No **(go to Q#18)**

17. **a)** Did the instructor or career counselor provide you with useful information regarding future job opportunities in Newfoundland & Labrador?

- Yes **(go to Q#19)**
- No

b) What type of information were you seeking that you were unable to obtain from the instructor or career counselor?
(go to Q#19)

18. Prior to graduation from this program, do you plan to speak with an instructor or career counselor regarding your career plans?

- Yes
- No

19. Prior to graduation from this program, do you plan to speak with a career specialist outside of the school regarding your career plans? *(eg. guidance counselor from post-secondary school, career counselor from HRDC, etc.)*

- Yes **(go to Q#21)**
- No

20. Why do you choose not to speak with a career specialist or someone with knowledge of the future careers regarding your career plans? **(Check all that apply)**

- I have spoken with an instructor or career counselor of my school
- they do not have the information that I am looking for
- it is none of their business
- I already know exactly what I want to do
- They won't be able to help me
- I am not ready to make career plan decisions
- It is too difficult to get an appointment with them
- other

21. Have you planned or will you plan your course selections in accordance with possible future job opportunities in Newfoundland & Labrador so that you are able to settle in Newfoundland & Labrador?

- Yes
- No
- I am not planning to settle in Newfoundland & Labrador

22. Are you aware of a Career Education course offered through your program?

- Yes
- No **(go to Q#24)**

23. If yes, is it a required course for all students to graduate from the program?

- Yes
- No
- Don't Know

24. Do you think a Career Education course **should** be offered in your program?

- Yes
- No **(go to Q#26)**

25. Do you think a Career Education course should be **required** for all students to graduate?

- Yes
- No

26. Have you used the CHOICES program?

- Yes **(where)**
- No
- Not aware of this program **(go to Q#28)**

27. Is the CHOICES program offered at your school?

- Yes
- No
- Don't Know

28. Have you voluntarily taken on any career planning activities outside of school hours to help you make a choice regarding you future career? **(For example, job shadowing, speaking with someone in that job, done own research on a particular job, etc.)**

- Yes
- No

29. Please rate the following industry sectors on how you think the future looks for potential job opportunities in Newfoundland & Labrador: **(Check the appropriate box)**

	Very Poor	Somewhat Poor	Somewhat Good	Good	Very Good	Unsure
a) Agriculture *(eg. farming)*	•	•	•	•	•	•
b) Art *(eg. music, acting, photography)*	•	•	•	•	•	•
c) Automotive Services *(eg. auto dealerships)*	•	•	•	•	•	•
d) Business Administration *(eg. finances)*	•	•	•	•	•	•
e) Communications *(eg. journalism, TV/radio)*	•	•	•	•	•	•
f) Community Services *(eg. social work)*	•	•	•	•	•	•
g) Construction *(eg. carpentry, road construction)* •	•	•	•	•	•	•
h) Education *(eg. teaching,)*	•	•	•	•	•	•
i) Electronics *(eg. repair/installation, sales)*	•	•	•	•	•	•
j) Engineering *(eg. civil, mechanical, electrical)*	•	•	•	•	•	•
k) Environment *(eg. geology, environmentalists)*	•	•	•	•	•	•
l) Food Services *(eg. chef, waitress, caterer)*	•	•	•	•	•	•
m) Fishery *(eg. biologist, fishing patrol)*	•	•	•	•	•	•
n) Forestry *(eg. loggers, labourers, foresters)*	•	•	•	•	•	•
o) Health *(eg. nursing, doctors, technicians)*	•	•	•	•	•	•
p) Hospitality/Tourism *(eg. tourguides, hotels)*	•	•	•	•	•	•
q) Information Technology *(eg. programming)*	•	•	•	•	•	•
r) Law Enforcement *(eg. police, lawyer)*	•	•	•	•	•	•
s) Marine Services *(eg. fishing patrol)*	•	•	•	•	•	•
t) Oil & Gas *(eg. drilling, engineers)*	•	•	•	•	•	•
u) Office Support (eg. secretary, research)	•	•	•	•	•	•
v) Recreation *(eg. coaching, planner)*	•	•	•	•	•	•
w) Retail *(eg. department stores, hairstylists)*	•	•	•	•	•	•
x) Transportation *(eg. truck driving, shipping,)*	•	•	•	•	•	•
y) other	•	•	•	•	•	•

30. If you have any further comments related to the areas covered in the survey, please add these comments here.

Thank you for your time and cooperation.

Appendix D: List of Charts

Chart 1: Respondent Distribution by Regional Community ..... Page 4
Chart 2: Respondents Planning on Further Post-secondary Education ..... Page 5
Chart 3: Planned Fields of Study ..... Page 6
Chart 4: Reasons for Wanting to Take Further Training ..... Page 6
Chart 5: Preferred Type of Training Institution ..... Page 7
Chart 6: Planned Location for Further Training ..... Page 7
Chart 7: School in NL Students Plan on Attending ..... Page 7
Chart 8: Reasons for Wanting to Take Training in NL ..... Page 8
Chart 9: ABE Students Hoping to Settle in NL ..... Page 8
Chart 10: ABE Students Hoping to Remain in NL and Also Consider Settling in Their Home Town ..... Page 9
Chart 11: Where Students May Settle Outside NL ..... Page 9
Chart 12: Aware of Job Opportunities in NL ..... Page 10
Chart 13: Occupations with Future Job Opportunities in NL ..... Page 11
Chart 14: Rating of Potential Job Opportunities by Sector ..... Page 11
Chart 15: Spoken to Career Counsellor ..... Page 12
Chart 16: Career Counsellor Provided Useful Information ..... Page 12
Chart 17: Plan to Speak to a Counsellor Prior to Graduation ..... Page 13
Chart 18: Plan to Speak to External Career Specialist ..... Page 13
Chart 19: Planned Course Selection with NL Job Opportunities in Mind ..... Page 14
Chart 20: Awareness of Career Education Course ..... Page 14
Chart 21: Believe Career Education Should be Offered ..... Page 14
Chart 22: Used the CHOICES Program ..... Page 15
Chart 23: Have Taken on Other Career Planning Activities ..... Page 15

Appendix E: Detailed Survey Tables

Table number corresponds to the chart number in the body of this report. **A small number of respondents did not indicate their ABE Level (n=17) or gender (n=5).** These individuals are not reported on in the cross-tabulation results, but have been included in the total number and percent in each table. The main focus of each table appears in **bold** and **UPPER CASE** lettering.

Some caution should be taken in interpreting results based on a small number of responses.

Some columns may actually total 99% or 101% due to rounding.

TABLE 1
ABE Students - Respondent Distribution by COMMUNITY, ABE LEVEL AND GENDER

	Survey Responses	Percent N=214
Community		
Corner Brook	93	43%
Port Aux Basques	48	22%
Stephenville	39	19%
St. Anthony	27	13%
Not Stated	7	3%
Total	**214**	**100%**
ABE Level		
Level 2	40	19%
Level 3	157	73%
Not Stated	17	8%
Total	**214**	**100%**
Gender		
Men	88	41%
Women	121	57%
Not Stated	5	2%
Total	**214**	**100%**

TABLE 2
ABE Students PLANNING FURTHER POST-SECONDARY EDUCATION by ABE LEVEL and by GENDER

	Level 2 (n=40)	Level 3 (n=157)	Men (n=88)	Women (n=121)	Total Number	Percent (N=214)
Yes	73%	80%	78%	80%	170	79%
No	-	3%	3%	2%	5	2%
Undecided	28%	17%	18%	18%	39	19%
TOTAL	100%	100%	100%	100%	**214**	**100%**

TABLE 3
ABE Students Planning Further Post-Secondary Education FIELD OF STUDY by GENDER

	Men (n=69)	Women (n=97)	Total Number	Percent (N=170)
Health/Community Studies	1%	37%	38	22%
Skilled Trades	32%	10%	32	19%
Business/Office Administration	4%	11%	16	9%
Technologists and Technicians	7%	3%	8	5%
Computer Studies	6%	3%	7	4%
Law (Enforcement and/or Practice)	4%	2%	5	3%
Child Care	-	4%	4	2%
Marine Studies/Fisheries	3%	-	3	2%
Other	4%	3%	6	4%
Undecided	38%	26%	51	30%
TOTAL	100%	100%	**170**	**100%**

Note: Caution should be used when interpreting gender break downs due to a small number of responses.

TABLE 4
ABE Students Planning Further Post-Secondary Education - REASONS FOR WANTING TO TAKE FURTHER TRAINING

Reasons Cited	Total Number	Percent (N=170)*
Become more educated	78	46%
Get a job in Newfoundland and Labrador	63	37%
Get a job anywhere	62	36%
Start my own business anywhere	19	11%
Start my own business in Newfoundland and Labrador	14	8%
Personal interest	9	5%
Other	9	5%
No reasons provided	44	26%

*Total may exceed 100% as multiple responses allowed.

TABLE 5
ABE Students Planning Further Post-Secondary Education PREFERRED TYPE OF TRAINING INSTITUTION by ABE LEVEL and GENDER

	Level 2 (n=29)	Level 3 (n=126)	Men (n=69)	Women (n=97)	Total Number	Percent (N=170)
Community College	45%	71%	59%	68%	110	65%
Trades/Technical School	31%	13%	30%	8%	29	17%
University	-%	12%	3%	14%	16	9%
Undecided	28%	10%	12%	13%	22	13%
TOTAL*					**177**	**104%**

* Totals sum to greater than 100% as multiple responses allowed.

TABLE 6
ABE Students Planning Further Post-Secondary Education PREFERRED LOCATION O F TRAINING by ABE LEVEL and GENDER

	Level 2 (n=29)	Level 3 (n=126)	Men (n=69)	Women (n=97)	Total Number	Percent (N=170)
Newfoundland & Labrador	86%	87%	86%	86%	148	87%
Elsewhere in Canada (incl. Maritimes)	-	5%	3%	4%	6	4%
Undecided	14%	8%	9%	10%	16	9%
TOTAL	100%	100%	100%	100%	**170**	**100%**

TABLE 7
ABE Students Planning Further Post-Secondary Education - SCHOOL IN NL STUDENTS PLAN ON ATTENDING

Schools	**Number of Mentions***	**Percent (N=148)**
College of the North Atlantic	69	47%
Academy Canada	12	8%
Memorial University (Corner Brook)	4	3%
Memorial University (St. John's)	4	3%
Western Memorial School of Nursing	2	1%
All other responses cited by only one respondent	4	3%
Not Stated	53	36%

* Multiple Responses Allowed

TABLE 8
ABE Students Planning Further Post-Secondary Education - REASONS FOR WANTING TO TAKE TRAINING IN NL

Reasons Cited	Total Number	Percent (N=148)*
Want to stay in Newfoundland and Labrador	117	79%
Personal reasons	72	49%
Cost of living too expensive outside of province	55	37%
Better reputation of school	29	20%
Cheaper tuition fees	24	16%
Easier to become accepted into program		11%
Length of program is shorter	7	5%
All other responses cited by less than 5% of respondents	16	11%

*Total may exceed 100% as multiple responses allowed.

TABLE 9
ABE Students HOPING TO SETTLE IN NL by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=170)	No further P-S or Undecided (n=44)	Men (n=88)	Women (n=121)	Total Number	Percent (N=214)
Hope to settle in NL	69%	43%	56%	68%	136	64%
Do not hope to settle in NL	7%	14%	11%	7%	18	8%
Undecided	24%	43%	33%	26%	60	28%
TOTAL	100%	100%	100%	100%	**214**	**100%**

TABLE 10
ABE Students CONSIDERING SETTLING IN HOMETOWN by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=117)	No further P-S or Undecided (n=19)	Men (n=49)	Women (n=82)	Total Number	Percent (N=136)
Consider settling in home town	84%	79%	88%	80%	113	83%
Not consider settling in home town	12%	16%	8%	15%	17	13%
Undecided	4%	5%	4%	5%	6	4%
TOTAL	100%	100%	100%	100%	**136**	**100%**

TABLE 11
ABE Students CONSIDERING SETTLING OUTSIDE NL by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=53)	No further P-S or Undecided (n=25)	Men (n=39)	Women (n=39)	Total Number	Percent (N=78)
Outside Canada	2%	4%	5%	-	2	3%
Within Maritime province	19%	-	10%	15%	10	13%
Within Canada	17%	32%	18%	26%	17	22%
Undecided	62%	64%	67%	59%	49	63%
TOTAL	100%	100%	100%	100%	**78**	**100%**

TABLE 12
ABE Students AWARENESS OF FUTURE JOB OPPORTUNITIES IN NL by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=170)	No further P-S or Undecided (n=44)	Men (n=88)	Women (n=121)	Total Number	Percent (N=214)
Yes (Aware)	42%	20%	32%	41%	80	37%
No (Not aware)	47%	70%	56%	50%	111	52%
No response provided	11%	10%	12%	9%	23	11%
TOTAL	100%	100%	100%	100%	**214**	**100%**

TABLE 13
SECTORS WITH OF FUTURE JOB OPPORTUNITIES IN NL

Sector	Number of Mentions
Health	29
Construction	21
Business Administration	20
Food Services	17
Community Services	16
Automotive Services	14
Education	13
Forestry	11
Hospitality/Tourism	10
Art	9
Fishery	9
Communications	8
Engineering	8
Law Enforcement	8
Marine Services	8
Retail	8
Electronics	7
Oil and Gas	7
Agriculture	6
Transportation	5
Other	2
Environment	2
Law Enforcement	1
Early Childhood Education	1
Environmental Technician	1

TABLE 14
RATING OF POTENTIAL JOB OPPORTUNITIES by INDUSTRY SECTOR

Industry Sector	Poor	Good	Unsure	Number
Agriculture	40%	40%	20%	192
Art	40%	39%	21%	191
Automotive Services	22%	65%	13%	195
Business Administration	20%	64%	15%	191
Child Care	23%	33%	43%	30
Communications	23%	58%	18%	190
Community Services	20%	65%	16%	192
Construction	22%	64%	14%	192
Education	20%	68%	12%	194
Electronics	20%	62%	18%	195
Engineering	22%	56%	22%	192
Environment	26%	54%	21%	188
Fishery	41%	43%	16%	194
Food Services	24%	61%	15%	191
Forestry	32%	53%	15%	192
Health	23%	64%	13%	195
Hospitality/Tourism	20%	62%	18%	194
Information Technology	24%	53%	23%	189
Law Enforcement	17%	62%	21%	195
Marine Services	28%	54%	18%	194
Office Support	24%	54%	21%	192
Oil and Gas	22%	57%	20%	192
Recreation	30%	45%	25%	193
Retail	27%	57%	17%	191
Transportation	21%	62%	17%	191

* Child Care was the only sector indicated in the OTHER category, and was cited by 30 people.

TABLE 15
ABE Students DISCUSSED CAREER PLANS WITH CAREER COUNSELOR by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=170)	No further P-S or Undecided (n=44)	Men (n=88)	Women (n=121)	Total Number	Percent (N=214)
Yes (Spoken to career counselor)	65%	45%	49%	69%	131	61%
No (Not spoken to career counselor)	31%	50%	44%	29%	75	35%
No response provided	4%	5%	7%	2%	8	4%
TOTAL	100%	100%	100%	100%	**214**	**100%**

TABLE 16
ABE Students INFORMATION FROM CAREER COUNSELOR WAS USEFUL by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=110)	No further P-S or Undecided (n=21)	Men (n=34)	Women (n=68)	Total Number	Percent (N=131)
Yes (Useful)	84%	67%	76%	83%	106	81%
No (Not useful)	16%	33%	24%	17%	25	19%
TOTAL	100%	100%	100%	100%	**131**	**100%**

TABLE 17
For ABE Students who have not already done so,
PRIOR TO ABE GRADUATION, PLAN TO DISCUSSED CAREER PLANS WITH CAREER COUNSELOR

	Total Number	Percent (N=75)
Yes	58	77%
No	14	19%
No Response	3	4%
TOTAL	**75**	**100%**

TABLE 18
ABE Students PLAN ON DISCUSSING CAREER PLANS WITH EXTERNAL CAREER SPECIALIST by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=170)	No further P-S or Undecided (n=44)	Men (n=88)	Women (n=121)	Total Number	Percent (N=214)
Yes (Plan on contacting career specialist)	74%	61%	67%	74%	153	72%
No (Do not plan on contacting career specialist)	21%	32%	26%	22%	50	23%
No response provided	5%	6%	7%	3%	11	5%
TOTAL	100%	100%	100%	100%	**214**	**100%**

TABLE 19
ABE Students PLANNED COURSES WITH NL JOB OPPORTUNITIES IN MIND by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=170)	No further P-S or Undecided (n=44)	Men (n=88)	Women (n=121)	Total Number	Percent (N=214)
Yes	72 %	43%	58%	70%	141	66%
No	16%	20%	25%	12%	37	17%
Not planning on settling in NL	6%	32%	10%	13%	25	12%
No Response	5%	5%	7%	4%	11	5%
TOTAL	100%	100%	100%	100%	**214**	**100%**

TABLE 20a
ABE Students AWARE OF CAREER EDUCATION COURSE by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=170)	No further P-S or Undecided (n=44)	Men (n=88)	Women (n=121)	Total Number	Percent (N=214)
Yes (aware)	58%	43%	46%	63%	118	55%
No (not aware)	37%	43%	47%	32%	81	38%
No response provided	5%	14%	7%	5%	15	7%
TOTAL	100%	100%	100%	100%	**214**	**100%**

TABLE 20b
ABE Students aware of career education course BELIEVE CAREER EDUCATION COURSE IS REQUIRED FOR GRADUATION

	Total Number	Percent (N=118)
Yes (required)	71	60%
No (not required)	26	22%
Don't know	21	18%
TOTAL	**118**	**100%**

TABLE 21a
ABE Students - CAREER EDUCATION COURSE SHOULD BE OFFERED by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=170)	No further P-S or Undecided (n=44)	Men (n=88)	Women (n=121)	Total Number	Percent (N=214)
Yes	88%	73%	81%	89%	182	85%
No	5%	14%	9%	5%	14	7%
No response provided	7%	14%	10%	6%	18	8%
TOTAL	100%	100%	100%	100%	**214**	**100%**

TABLE 21b
ABE Students BELIEVE CAREER EDUCATION COURSE SHOULD BE REQUIRED FOR GRADUATION

	Total Number	Percent (N=182)
Yes (required)	135	74%
No (not required r)	43	24%
Don't know	4	2%
TOTAL	**182**	**100%**

TABLE 22a
ABE Students USED CHOICES PROGRAM by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=170)	No further P-S or Undecided (n=44)	Men (n=88)	Women (n=121)	Total Number	Percent (N=214)
Yes (Have used CHOICES)	45%	39%	32%	51%	94	44%
No (Have NOT used CHOICES)	22%	23%	28%	18%	48	22%
Not aware of the program	26%	32%	28%	27%	58	27%
No Response	7%	7%	11%	3%	14	7%
TOTAL	100%	100%	100%	100%	**214**	**100%**

TABLE 22b
ABE Students - CHOICES PROGRAM AVAILABLE IN THEIR SCHOOL

	Total Number	Percent (N=214)
Yes	99	46%
No	5	2%
Don't Know	31	15%
Not Aware or No Response Provided*	79	37%
TOTAL	**214**	**100%**

* The 58 students who indicated they were not aware of the program (see Table 22a) were not asked this question. An additional 21 students who were asked did not provide a response.

TABLE 23
ABE Students VOLUNTARILY TAKEN PART IN OTHER CAREER PLANNING ACTIVITIES by INTEREST IN FURTHER POST-SECONDARY EDUCATION and GENDER

	Plan further P-S Educ. (n=170)	No further P-S or Undecided (n=44)	Men (n=88)	Women (n=121)	Total Number	Percent (N=214)
Yes	42%	22%	35%	39%	81	38%
No	52%	73%	57%	57%	121	56%
No response	6%	5%	8%	4%	12	6%
TOTAL	100%	100%	100%	100%	**214**	**100%**